

The Chicago Teacher.

JEREMIAH MAHONY,
Editor and Proprietor, 146 Clark St., Chicago.

JANUARY, 1874.

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JEREMIAH MAHONY,

146 Clark Street, Chicago.

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JANUARY.

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THE CHICAGO TEACHER.

JEREMIAH MAHONY, *Editor and Proprietor*,

146 CLARK STREET, CHICAGO.

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Remittances may be made by Draft or Post Office Order.

EDITORIAL.

THE new volume of THE CHICAGO TEACHER commences with prospects the most encouraging, notwithstanding the tightness of the money market, and the timidity of publishers who have been so far, more scared than hurt. Not all our subscribers of 1873 have yet renewed; but we notice this: in all renewals that have come in from towns in which we had a short list of names last year, we get returns in which that number of names is multiplied by factors of respectable size. To all our subscribers of last year this number is sent, because the first number of the volume just closed was in the main gratuitous. But after this issue no copy will be sent to subscribers not renewing. THE TEACHER will be discontinued at the end of the term of subscription. Unlike many of the so-called religious weeklies, we require no notice of discontinuance. We herewith return thanks to those friends who have sent us their names for another year, with additions so respectable in character and number. It is our impulse to reply by note to nearly every letter we receive; for in each we find bright, pleasant, and spirited remarks that deserve a better fate than imprisonment for life in a pigeon-hole penitentiary. But with a large school, and what is rapidly becoming a large magazine, on our hands, we must deny ourselves the pleasure of such correspondence. But to those who have followed our devious, but we hope, not unpleasant meanderings during the year just closed, we wish, in full sincerity of feeling, which type may not express, A MERRY CHRISTMAS, and A HAPPY NEW YEAR!

FEW practices are worse than that of keeping children after school to make up lessons in which they have failed. The old plan of whipping learning into them was founded on more philosophical principles; for the whipping stirred up sensations and emotions which set the blood circulating rapidly, causing increased activity of the brain. But there is not one argument in favor of detaining children after the time for dismissal. As a punishment, it falls more heavily upon the teacher than upon the negligent pupil; it unfits her for the next day's work, and eventually undermines her health. Its effect on the

pupil's mind is bad. The truth is that the only education is self-education. Compelling children to learn certain phrases is not educating them. When children are obliged to make up imperfect lessons, they learn only *patches* of the subject, and do it in a lifeless manner, without interest, without unity, without comprehension of the whole design. The worst scholars are those who come from a school in which keeping in for lessons is the practice. It is a trait of human nature to put off what is to be done as long as possible; and if children discover that it is in order to learn and recite their lessons after school hours, they will put off their study to that time, so the result is that school-time is turned into play-time and play-time into school-time. "What, then, shall we do with careless pupils?" cries the weary, discouraged teacher. We think it not out of place for a teacher to show displeasure at the failure of her scholars to do their duty. But the best way is to throw the responsibility of promotion upon the children and their parents, giving them to understand that pupils must study at the proper time, if they would be advanced, that the only alternative is study or failure. Better that a few children be dropped into a lower class than that a whole division be made stupid, dogged and inert by an attempt to impart knowledge by hydraulic pressure. Detention after school for lessons destroys the individuality of the child, makes him hate his lessons, his school, and his teacher. This is a free country; and the sooner we adapt our school management to the genius of our institutions, the better off we shall be. Individual responsibility is the true doctrine to hold. *Study or fail; behave or withdraw*, is the best platform to stand on, the easiest for the teacher, and in the end the best for the child. Lessons should be learned voluntarily, and for a good object, not under compulsion or for the sake of repeating a certain number of pages in a book. This evil is so great in Chicago that we hope the Board will prohibit the practice. It would not be true to say that good teachers never detain pupils for imperfect lessons; but it is true that the worst teachers do it the most. The only failures that the teacher is in duty bound to have children correct are failures in written examination; and for this work the time of a regular recitation should be taken.

WE print elsewhere a set of Sixth Grade questions. They are on the whole more difficult than those given last June to the candidates for admission to the High School. What are we coming to, since we as principals demand more of children eight, nine, or ten years of age than is demanded by the Superintendent of young ladies and lads at fifteen, sixteen and seventeen, who are ambitious for academic honors? A graded system is good; but when we try to raise the grade so high that children shall be ready to commence professional study in the Sixth Grade and to prepare for college in the ninth, we

are, to say the least, making ourselves a trifle ridiculous. The questions were prepared as follows: Two principals were appointed to prepare the questions in each branch. Each one in the preparation of his set tried to make a larger fool of himself than any of the others could make of himself. Then two of the craziest educators were appointed to compile the double sets into single sets and to put in all foolishness that the members of the general committee inadvertently omitted. Each principal tried to be more foolish than all the others, and all succeeded. We will venture a year's salary that the professional men of Chicago other than practical accountants and schoolmasters would not stand 35 per cent. on the rapid combinations given to our suffering infants of the Sixth Grade. We show one sentence given for spelling purposes: "Dick's business increased, disappointing the complaining shoemaker, and surprising the precocious, provoking Mandarins." With what a complication of diseases the author of the above must be suffering! But truly our sympathies are aroused in behalf of "the complaining shoemaker," and we say it with emotion that it is too bad about those "precocious, provoking Mandarins." The enormity of the crime of giving such questions to children is in the fact that the little unfortunates must stand 80 per cent. on the general average, and not lower than 60 per cent. in any one study, in order to be promoted. They fail, they are denied promotion, their noses are again applied to the grind-stone, and ground, ground, ground. We cannot afford to continue in this line. It is bad to have children in school learning nothing; it is worse to have children persecuted with over-thoroughness. Some of our best citizens have withdrawn their children from the public schools on account of this educational persecution. The absurd private schools live on this fault of our system. Our school system has come to be an army, whose recruiting sergeants reject all below a certain degree of mental altitude, sight and strength. Much learning hath made us mad. We have been at an educational PRESENT ARMS too long; give us a rest!

WHAT have we learned in the art of teaching during the past ten or fifteen years? We have learned that conversational tones, not the bellowing of the rostrum, are proper in both teacher and pupil; that spelling is best taught by having scholars write the words; that writing should commence when children enter school; that adding and subtracting by 1's should commence in the lowest class, after which beginning, children are able to construct all the tables themselves; that children can learn to sing by note as early and as well as they learn to read from a book; that drawing is quite as useful, practical, and easily learned as any other branch—there is no trade in which it is not necessary, no condition in life in which it is not available; that good order is in the manner of the teacher more than in the particular method of governing; that written examinations are the best means of securing thoroughness; that calisthenics is injurious, and phonics folly; that the teacher is not bound to change character bred in the bone, to root out faults of congenital inheritance or faults implanted by social relations, or false religious teachings over which the teacher has no control. In fact we have learned that the teacher can do much, but cannot do everything.

We have in mind a *character* not uncommon among teachers, which we may call the educated baby. He pretends to be a teacher, but he does not teach five cents' worth of knowledge from year's end to year's end. He is so oppressively vain of

his acquirements that he will not allow his pupils to recite; he must needs expound every principle to them, not giving them a chance to squeeze in a word. He knows a little of all the *ologies*, but he is so given to parading his knowledge, is so obtrusive with it, so arrogant in his opinions, so offensive to everybody with whom he comes in contact that the people who know him wish that he were an ignorant man, or a cow, or a goat, or some other dumb animal, horned or otherwise. There is no object in nature so contemptible as a learned man who makes no good use of his learning; but when a man, in addition to not making any use of his knowledge, makes it a patent right to annoy the world in general and his acquaintances in particular, he and his learning are simply a nuisance. The chief use of learning is to make us companionable to one another, to give us enlarged views of human nature and greater consideration in dealing with it; but when an infant's mind is encased like the foot of a Chinese woman, in such manner as to prevent growth, even though that mind has gone through the act of grubbing out Greek roots, and classifying the legs of caterpillars—when such a mind parades its knowledge like a boy with his first pair of boots, and resents as an injury the failure of the world to bow down in abject worship to its learning, it is meet that the owner of that mind—the educated baby who carries in his skull the expensive curiosity which he foolishly fancies to be a cultivated brain—it is meet that he, like any other foolish and naughty baby, should be whipped and put to bed. We always pity the wife of the educated baby. What an amount of insufferable egotism she has to endure! It is a mark of weakness in a man to cram himself with knowledge in one branch for the sake of exhibiting it at every possible opportunity; but real enlightenment produces personal modesty and charity for the errors of others. The educated baby is sensitive. He frets over criticisms and tokens of indifference to his intellectual magnitude that a man of the world would laugh at—all of which goes to prove that he is what we called him, an educated baby—a baby drawn out till he is like a line without either breadth or thickness. We have whipped the educated baby, and we herewith put him in his little bed.

A BLUNDER is worse than a crime—not so culpable in the party committing it, but more disastrous in its consequences to the rest of the world. All the great mischief in the world is brought about by blunders. Very little harm is done by crime; much that we call crime is good in disguise. Tweed may be called a criminal, but his example does more to clear the social and political atmosphere than all the preaching in the world could accomplish. We needed a conspicuous example to shock our politicians into decency. We repeat, all the harm is done by blunderers. A conductor forgets to look at his watch, and as a consequence, forty human beings are mangled; a blundering second officer gives a blundering order to a blundering fool at the wheel, and a beautiful steamer, with a cargo of dear and precious souls, goes to the bottom of the sea. Blundering diplomats plunge nations into war. Blundering bigots in religious matters have kept the world in hot water since theology was invented. We fancy that bad teachers, in their blundering management of children, have more to answer for in the ruining of children than all children's evil associations. A blundering Board employs a blundering teacher who murders the intellect and morals of children more effectually than it could be done by Fagin the Jew. Fagin taught only one vice—stealing; whereas under the administration of a weak teacher, all

the vices which naughty humanity has evoked are bred and fostered. Vice is only relative; what is virtuous in one country, or in one age, is wicked in another; so it is difficult to pass judgment upon any form of wrong-doing, for it may be very commendable and proper elsewhere. It is not villains but fools that do all the harm that is done in the world.

"Fools rush in where angels fear to tread."

Blundering is the unpardonable sin. A villain uses discretion in his villainy; but a blundering fool is capable of any enormity. THE CHICAGO TEACHER is accused of being merely a critic; but if it occasionally points out an educational blunder and thereby saves a number of children from the consequences of educational quackery, it accomplishes more than could be done by the promulgation of visionary theories.

WE beg, we entreat our readers everywhere, on the first day of the next term of school, to teach their pupils the commandment—*Thou shalt not steal*. THE CHICAGO TEACHER does not care a snap of its finger whether it is called the eighth, the seventh, or the eleventh-leventh commandment; but we implore our readers, in behalf of everything sacred and profane, to teach this commandment just the same. It is a good commandment, though somewhat out of fashion in these latter days. Moses learned it while at school in Heliopolis; and he made so good use of it that it has come down to us through the centuries—that is, its letter has come to us, though the spirit has, apparently, departed from this land of bursting banks and Christian soldiers. Let us, teachers, try to resuscitate the lifeless body of this once useful and powerful commandment. Let us say to our pupils, *Thou shalt not steal!* If thou become a city treasurer, remember, *Thou shalt not steal*; if thou get into the common council, remember, *Thou shalt not steal*. Though it be necessary for thee to use other people's money, in order to build churches, and set up contractors, yet remember, *Thou shalt not steal*. Though it be proper for thee to give \$50,000 of city funds to keep a brewing company from being thrown into bankruptcy, nevertheless bear this in mind, *Thou shalt not steal*. Though it enter into thy head to make a town in a region where nature designed that only ague should spread, and frogs increase and multiply; and though it be necessary to let \$400,000 soak into the region aforesaid, still remember this commandment, *THOU SHALT NOT STEAL*. It is not necessary to tell the six hundred teachers of Chicago, debarred from getting their monthly wages on account of the defalcation of our city treasurer, what circumstance suggested these thoughts. Yet the mischief done by Mr. Gage's misapplication of the city's money; the loss of half a million and all its attendant evils are not the worst feature of this affair. The ugliest phase of this gigantic irregularity is the sympathy which the *unfortunate* defaulter receives from those usually considered our best men. "It is dishonorable to kick a man when he is down," we are told. Indeed; but how dare any man get down in that way? No man has a right to touch a penny of another's money, given to him in trust. And Mr. Gage's crime consists not in being unable to meet his obligations to the city, but in taking the first dollar of the people's money to apply to his own speculative uses. The fact that he was urged on to this course by other prominent and virtuous public men, is all the worse sign of the morality of the times, and makes the obligation on us teachers more imperative to apply ourselves to the task of teaching our pupils in such way that it shall stay taught, the commandment, *Thou shalt not steal*. Yea, let this

be done, though the time taken in doing it be stolen from botany, or oral instruction, or phonic analysis.

We fancy the cause of all our wholesale robberies in this country is in the faulty standard of morality established by the wealthy, religious and influential classes. Stealing on a grand scale has ceased to be odious. The foibles and weaknesses of people are looked upon with abhorrence, but crimes, if gigantic, are regarded with admiration, and their perpetrators get nothing but sympathy. In the eyes of the *respectable* people of Chicago, the least breach in the observance of a Jewish Sabbath is more *immoral* than the taking of half a million of money was by D. A. Gage, or the quarter million irregularity of Howard, the Christian soldier. If a German indulges in a glass of bier, which act in his mind is as hallowed a custom as it is to the descendant of the Puritans to weep over the *begats* in the first chapter of Matthew, the German is rated immoral. If an Irishman, in the exuberance of his spirits, swings his shillelah round his head and asseverates that St. Patrick was a better man than the Fourth of July, he is immoral. But a defaulter may walk off with, or let drop through his fingers, half a million of other people's money, and he is canonized by the admiration of the pious, and consecrated with the sympathy of the respectable. The ability to *use money* is, with us, the summit of public virtue. How it is used is of secondary importance. Now, in giving instruction in morals and manners, is it not time for us to cease straining at gnats and swallowing camels—time to make proper distinction between weaknesses, faults, vices, crimes, and felonies—time to hold up to especial abhorrence public robbers, though they be shielded by the press, petted by the pulpit, and aided and abetted by other public officers, equally respectable, honorable and pure?

It is appalling to think what depths of nonsense we have waded through during the last decade of educational revival in this country. We are not yet recovered from all our educational eruptions, but it is consoling to think that we are convalescent. We had calisthenics once; we had it bad. Knowing now that those forced physical exercises are injurious, as the action of any organ under improper circumstances is injurious, we wonder how people could have been so insane as to put children through a spiritless routine of aimless motions. We have been foolish in our day; we have had on the gloves; we have gone through the folly of fencing. But we are proud to say that we never led a roomful of children in physical exercises; we never made ourselves ridiculous before our pupils by sparring at space, or striking immensity below the belt. The best medical authorities state that the physical exercises of our schools are not only useless for health, but positively injurious to it. It is gradually dawning upon people that exercise, to be beneficial, must be exuberant, spontaneous, voluntary, self-suggested. So much for physical exercises.

The second species of folly which we have outgrown is phonics, or *foniks*, as the science is more appropriately designated. It was the plan some time ago to indicate the pronunciation of words by means of alphabetical equivalents and arbitrary marks whose appearance were enough to frighten the Danes. For example, the word *exactly*, according to the phonic fools, would appear as *eggvaktlee*. Other words would appear in masks still more grotesque, but the resources of our printing-house are not sufficient to represent them. Suffice it to say that the frightful appearance of fonick follies in the English language, which the written work of our pupils presented,

put so many of them into spasms and convulsions, and brought on the rickets in so many cases, that the experiment was given up as a philosophical but injudicious undertaking. But the written phonics was innocuous compared with the oral phonics which our teachers were compelled to indulge in by the command of the reigning powers. With explosive utterances of *oh! ah! oo! aw! ow! awww! ceawow! ceawowarough!* the teachers made themselves so conspicuous on the streets that they were arrested on every street corner by a druggist's clerk, who gallantly offered them a seidlitz powder to settle their stomach. We do not now phonick so much as we phonicked phomerly. The truth is that phonic analysis, as an aid to pronunciation, is simply a waste of time.

If we wish to teach a child a certain sound, the best plan is to make him repeat a number of words in which that sound is an essential element. If a child says *dis* instead of *this*, let him be ordered to say *those, these, them, that, there, then, thy, beneath, bequeath*, etc., till he catches the proper sound. A child is hindered in acquiring an elegant pronunciation by the explosive efforts of phonic analysis. If this be doubted, let any one try the analysis of the word *earth*, and note into what absurdities the experiment will lead. Phonics is good to strengthen the abdominal muscles, and that's all it's good for. In the matter of phonics, pray let us have peace.

At the last meeting of the National Teachers' Association, President Eliot made an argument against a national university which, if final, would be conclusive against the public high school itself. We have waited long to see in our educational exchanges some fitting reply to the eminent gentleman's arguments, but not one of them has had the courage to send back a note of reply to what was virtually nothing but a Protestant rendering of the old Roman Catholic cry against education, and more especially against education under the auspices of the State. We all bow down at the sound of a college name. Next to a church establishment, a college establishment commands the profoundest reverence of any human institution, and next to a church establishment it covers the greatest amount of imbecility and humbug. The sectarian colleges are not now and never were in favor of popular education. No reform, no improvement, no progressive movement for the elevation of the masses, ever emanates from the walls of the university, saving and excepting the chimerical notions of liberty—the fruit of bad habits and flat beer—which the German students bellow forth in maudlin sentiments and voices hoarse. We could afford the colleges as a sort of educational shoddiness, if they would let the public school system proceed in its natural growth. But the fact is that the efficiency of the high schools has killed off the sectarian seminaries, and it is only a question of time for the State Universities to root out the sectarian colleges—relics of mediæval bigotry and exclusiveness. What wonder, then, that the high priests of the educational temples of Protestant monasticism tremble for their honors. Their professional chairs, covered with the mustiness of the past and obsolete, redolent of the stagnant and decaying learning that has survived to modern times, are getting weak and rickety in view of the successful working of secular schools, which are giving young people a better education *at home* than they could get for a small fortune and at the risk of character and morals in a pretentious university. To the diligent graduate of a first-class high school, a college course is mainly useful in showing him what a college cannot do for him. This Dr. McCosh and President Eliot feel in their shaky old bones,

and they turn a so-called educational convention into a collegiate indignation meeting to protest against the practical education of the times—to indulge in a faint and final wail on the approach of the inevitable. Representing a narrow and bigoted system which rejects better scholars than it graduates, the college men must needs cry down a plan of education in which the people have a voice. We sincerely hope that the next convention of teachers of a national character will repudiate the sentiment which prevailed in the last, and give out in no uncertain sound that the genius of America is to give the people education untainted by sectarian bigotry, and under the auspices of the State, as a protection against the machinations of the church.

A PAMPHLET of 48 pages, entitled, "Course of Instruction of the Public Schools of the City and County of San Francisco," lies before us.

The system of grading resembles that of Chicago, with the single exception of reduction in the number of grades from *ten to eight*. Our own system would be improved by such a reduction.

The studies pursued are the same as with us, except that, in addition to the study of German, that of French is added in certain schools. The careful directions with regard to the memorizing, or rather to the neglect of memorizing the History and Geography of the course, make one wonder how these branches are *required* at all. It is enjoined, that *not more than one-fourth* of the text, or "one-fifth" in History, be memorized by the pupil; but each teacher is to determine which fourth or *which fifth* is best adapted to cultivation of the memory. Experience will develop wonderful differences of opinion as to the *important* "part." That too much time is devoted to unimportant details in both Geography and History is universally admitted, but it is hardly safe to trust the selection of matter to be learned to the average teacher of the day.

In "General Suggestions," which are brief and to the point, we find much to commend. They are so nearly in accord with those under which we are working in Chicago, that we can hardly persuade ourselves that we are not reading from the "Revised Course of Instruction" adopted in Chicago. The author of each of the two books must have had a common inspiration. Witness:

CHICAGO.

"Methods are left to the individual tact of the teacher."

"Results only are required."

"It is impracticable to establish a uniform rule respecting the frequency and length of recitations."

"It may be easier for the time to teach the pupil to place units under units, but the principle that pertains everywhere is to place numbers of the same denomination under each other."

"Important letters and principles of the copy should be written on the board both correctly and incorrectly, illustrating the excellencies to be attained and the errors to be avoided."

SAN FRANCISCO.

"Detailed methods are left to the individual tact and skill of the teacher."

"Certain results are required."

"No uniform rule can be established respecting the frequency or length of recitations."

"It is easier for the time to teach the pupil to place units under units and tens under tens; but the principle that obtains everywhere, in simple and compound numbers and decimals, is to place numbers of the same denomination under each other for addition." (Why not for subtraction?)

"Important letters and principles of the copy should be written on the board both correctly and incorrectly, to illustrate errors and excellencies."

But in the domain of morals and manners the coincidences are very striking. Witness:

"The exercise of virtuous principles confirmed into habit, is the true means of establishing a virtuous character."

"Good manners are intimately connected with good morals, and teachers should improve every opportunity to inculcate lessons of civility and courtesy."

"No teacher can expect to make his pupils more civil, more courteous, or more truthful and virtuous than he shows himself to be. In dress, in movement, in speech, in thought even, he must be what he would have his pupils become."

More than half of the article on morals and manners exhibits similar coincidences. Before determining whether our own Superintendent or the Superintendent of San Francisco was responsible for such remarkable coincidences, we have examined both books, and find that neither recognizes his indebtedness to the other, although the Chicago book does contain a page of acknowledgments of indebtedness to other persons (an act of "courtesy" not yet taught in the schools of our Western sister, except toward St. Louis, to whose report ten pages are credited). For the sake of our own reputation, we will believe that "figures do not lie," and hence take comfort in finding upon the Chicago book the figures, 1872, while upon that of San Francisco appear 1873.

THE health of children is conserved more by cleanliness than by any other habit. Parents sometimes take serious offence because teachers pay attention to the personal appearance of their children. This may be done in a way to give unnecessary publicity, and thus arouse opposition; but if properly and discreetly attended to, no wise parent will ever complain. That foolish parents exist is not the teacher's fault, nor should the fact of such existence deter any teacher from so plain a duty.

Reading over what I have written above, has left me feeling somewhat sad, on account of the thought, that many teachers neglect their duty to others, and because I have sometimes observed the effect of such early neglect on the part of those who have been their teachers. If I may come more directly to the matter, I would say that occasionally teachers are not themselves models of neatness.

In the fashionable society dress, it is sometimes difficult to determine just how far the rules of the *modiste* are followed in an apparently neglected toilet, but in a school dress, suitable for every-day work, common sense rules, and its requirements are easily understood by those who have never seen Paris, or observed in public assemblies others who claim to have been there.

THE worst reputation to get is that of being a good fellow, because it costs more than one can honestly earn to support such a reputation. The name of being a little mean is a better name to have. It keeps blood-suckers away, and allows a man to be always just, and occasionally generous.

It is wrong for teachers in large schools to stand in knots and chat and laugh, while the children are passing up and down. The example is bad. And it is moreover a fact, that teachers so chatting make more noise than that which they come out in the halls to prevent would amount to.

"The exercise of good principles confirmed into habit, is the true means of forming a good character."

"Good manners are intimately connected with good morals, and teachers should improve every opportunity to teach civility and courtesy."

"No teachers can expect to make their pupils more civil or more courteous than they show themselves to be. In dress and in manner, they must be what they would have their pupils become."

CONTRIBUTIONS.

HAPPY NEW YEAR.

In Erin's Green Isle, when a *dacent* old man
Had ended his life's weary labors,
Around him would cluster the numerous clan
Of his well-wishers, kindred and neighbors;
And their grief found relief in a sprinkling of fun,
Like the green sward bespangled with daisies,
And the smoking and joking and tippling would run
The rounds o' the night with his praises.

'Tis thus in droll sorrowing seasoned with mirth
His story is told to the letter,
Like Socrates, pleasing his friends while on earth,
If alive, he could treat them no better.
'Twas ever his way in his gloomiest day
To rouse up his heart and be merry;
And his ghost, if it hears, has inspiring cheers
To the deck of old Charon's sad wherry.

But what was the tear-sprinkled cheer at a wake
To the roystering glee at a christening,
Where sorrow's grim visage no entrance could make,
Where jollity's bright eyes were glistening?
The priest with his book and wise look ruled the roast;
The drinking ran race with the eating,
And the laugh-bursting toast was shot hot at the host
While the moment's viands were fleeting.

Dear Friends: At this station and landmark of time
To tollings and joy bells we're listening;
The sorrowing knell rolls a bass to the chime—
'Tis the time of a wake and a christening.
The Old Year, in grave-clothes of white,
Lies dead like a sage grave and hoary,
But the New Year, in beauty so bright,
Commences his life's pleasant story.

The Old Year is dead; if my counsel you'll take,
No care from his wrinkles you'll borrow,
But give him a rollicking Limerick wake,
Omitting the whiskey and sorrow.
The New Year of joy is a broth of a boy;
Joy to all that with honest hearts take him;
We hope of him things never compassed by kings,
But, believe me, he'll be what we make him.

MALE VS. FEMALE PRINCIPALS.

We have been attacked by THE CHICAGO TEACHER. If we were indignant, we should now proceed to take off our gloves. If we were timid, we should

"Fold our tents like the Arabs,
And silently steal away."

As it is, with all deference to the superior judgment of the editor of THE CHICAGO TEACHER, we would ask him how it happens that we could, in the *Times*, have taken up the gauntlet which he threw down, if, as he says, he never thought of discussing the relative merits of male and female teachers.

Our ideas of logic may be somewhat cloudy, but we confess that we are totally unable to reconcile a statement and an accusation apparently so discordant. We trust that with that keen insight into intricate questions for which he has always been distinguished, he may solve the riddle for us, and thus relieve us of the darkness which has obscured our mental vision. Pending the solution, we want to apologize for ever having supposed, still more for daring to intimate through the columns of a public journal, that the terms *male-teacher* and *male-principal* were synonymous; and we solemnly promise never to do so again, and to do all in our power to counteract such an impression wherever we find it.

Now we know that it's in shocking taste to allow remarks of a personal nature to enter into a discussion which should be general in its bearing. But we ask indulgence of our friends while we "fly off in a tangent," and tell the editor of THE CHICAGO TEACHER, since he "wants to know, you know," that it was just about fifteen years ago that we got ourselves thoroughly ready to say *yes* to an all-important question from an eligible party. Our vanity was never piqued but once; but we confess we did feel a little chagrined when a neighboring schoolmaster had the temerity to ask us to go to the altar with him. Firm in the conviction that "two of a trade can never agree," aside from more palpable and forcible objections, suffice it to say we didn't go. With regard to being disappointed in love, we shall insist to our dying day that we've never had a fair chance.

For the last ten years our time has been fully occupied in carrying into practice the many valuable suggestions of the male-principal who has for that length of time been the admired figure-head of our institution.

We've never tried sawing wood with a dull saw, and just now we don't recall any male principal who ever has, or any other kind of saw; so we don't know exactly what the sensations are, but we will imagine them to be intensely disagreeable. We can readily conceive, however, how annoying it must be for a male-principal to enter a room under his supervision where there is an *Incarnate Negation* in charge. It must make him feel about as uncomfortable as though he had been detected in "carrying coals to Newcastle."

Never having been engaged in the "wool" business ourselves, we are unable to speak of the happiness arising from a profitable investment. Will the editor of THE CHICAGO TEACHER please inform a waiting public all about it, instead of "throwing dust in their eyes" by inscribing "*philanthropy*" and "the good of the species" upon his banner as he goes out to war against the women that he sees advancing in solid column against what he has hitherto considered the stronghold of himself and his brethren.

We never dreamed of flattering the Board of Education by assuming that it could tell a marlin-spike from a tenpenny nail, and as for any personal benefit, it's folly to think of it, since it is a mournfully ludicrous fact that the Board of Education could never tell who we are by our signature; there are so many of us. We find that notwithstanding our good intentions we've been misunderstood, and we feel heartily ashamed of having written anything so indefinitely as to fail of comprehension. We humbly ask the pardon of every male *principal* in Chicago and out of it for having expressed ourselves so ambiguously. Furthermore, we acknowledge with all possible humility and contrition that we were mistaken, and we make a full retraction of the statement that a male principal can do more good by merely walking through the room than in any other way. We have changed our mind, and now believe there is one way in which he can do infinitely more good—*by not walking through them*. But we don't wish to deprive him of his "constitutional," so on physiological grounds advocate the continuance of the custom. But we never meant to insinuate that he does nothing else; that would be false. He does; he fixes the clocks and—oh, he does a variety of things.

The editor of THE TEACHER may or may not underrate the calibre of lady-principals, but it cannot be amiss to remind him that when the organization known as the Principals' Association was first formed, ladies were not admitted, afterward only as honorary members, and only at a comparatively recent date with power to vote on any question before that

august body. Beyond the fact that they too often detect the presence of an element not in harmony with the views of a woman of ordinary delicacy—a coarseness that ought to be excluded from any society laying claim to dignity. He should know that women will never be swift to thrust their opinions upon a body that simply tolerates them, but will garner up their ideas for their own practical use, instead of racking their brains for impossible theories that are of no earthly use to anybody.

We unhesitatingly admit the superiority of men as *idea producers*, and when those we have are "worked off," who will furnish ideas for us? Who will, who will?

The male principals have our sympathy for the excessive labor of which they are guilty "nights and Sundays"—time spent in "thinking," that "they may govern those who toil." True, "a corps of thinking men would soon enable us to dispense with the graded course of instruction;" but where are we going to get them? The men who are to be had for the asking are not the most desirable, for our best thinkers "carry their goods to other markets."

Why, in the contingency of which he speaks, will our Superintendent have to be reinforced with three such men as Harris, Bateman, and Gregory? Because the male principals deposed will so besiege him to influence their reinstatement? Now we don't want to be understood as having entered upon a crusade against men in general, only against men who teach school. It is a fact which cannot be denied that all men, and most women, have a thorough and well-grounded contempt for a schoolmaster, not because he is such, but because long contact with immature minds has so narrowed and warped him as to render him intolerable. His mental faculties have weakened, his physical energies drooped; every part of him is dwarfed.

The slow unfolding of the child's mind is a beautiful thing to him who makes the matter a scientific study; but he who depends upon it as a means of gaining a living, soon, in his impatience to accomplish large results, develops an irritability exhaustive in its action, and the whole man suffers.

It is not so with women—that is, not to the same degree, and with good reason. We do not hesitate to affirm that the class of women one meets in the public schools is superior to the class of men one meets. The cause is obvious. Until of late, women have been so circumscribed in their choice of labor that they have chosen that which gave them the broadest expansion. Hence a large majority of educated, self-dependent women have become teachers—chafing, fretting under imposed yokes, and struggling to get free.

With men it is different. With every avenue open to them, the choice of teaching as a life business betokens weakness. It is an indisputable fact that throughout the land the men engaged as principals of schools are lacking in some element of manhood, and retain their situations through cowardice, laziness or incompetency. Sure of a position that pays a fixed salary, they dare not venture out into broader paths where better development and higher culture await them, but prefer to shelter themselves behind a system which allows them to shirk responsibilities if results are unhappy, but assume them if favorable. Does this require any great amount of "physical strength?" If it is mainly in the line of janitor's duties that the necessity of a male principal lies, why not hire a special policeman outright, and at half the cost? We claim that it takes no more executive ability to run a district school than a primary school, and the work can be done quite as effectively by women as by men. We don't pretend to say there are not

inefficient teachers among women. Of course there are, but the proportion is small; and the fact that promoted primary scholars rejoice to get *back* under a male principal proves that there's a "screw loose" somewhere in his management; for everybody knows that children being restive under restraint enjoy large liberties.

Having endeavored not to dodge the question, but to come squarely up to the front and meet the issue like a man, we will close by saying to the chivalrous and courtly editor of THE CHICAGO TEACHER that while we should very much like to satisfy his curiosity with regard to our identity as a lady-principal just at present, we shall be compelled to forego that pleasure, as for the time being we prefer to fight from behind "masked batteries."

We shall continue to "agitate" this question "at our peril," and should a rough sea at last override us, we shall cry "Scissors!" as we go down. —*Incarnate Negation.*

REPLY.

Passing over the peculiarly feminine fencing which characterizes the opening of our fascinating correspondent's article we merely call President Pickard's attention to the charge of coarseness in the Principals' Association. The sense of indelicacy which could detect coarseness in the deliberations of that body must exceed the prudery of a Spanish duenna. We would respectfully remind our charming correspondent of the saying, "Evil to him that evil thinks." Will our bewitching correspondent take the motto to her heart, changing the gender of the personal pronoun? But she says: "It is a fact which cannot be denied, that all men, and most women, have a thorough and well-grounded contempt for a school master." If this be so of the women, they have a curious way of exhibiting their contempt. There is a certain unmarried school-master in our mind's eye, who could to-day, in preference to to-morrow, marry any one, or more, of 700 women in the County of Cook, and State of Illinois. "His mental faculties have weakened, his physical energies drooped," says our delicious correspondent, in speaking of the school-master. How is this, Kirk? How is this, Lewis? How is this, Hannan? !!! How about your physical energies, Westcott? And Welles, it is certainly too bad about *your* physical energies. Delano, and Sabin, and Babcock are to be pitied, too, for their drooping physical energies. But it must make any one's heart bleed to think of our puny, fragile Superintendent. We have in mind another school master—not the one who could marry so many ladies of Cook County—who could wager his year's salary in a trial of physical strength and activity with any one in Chicago who is not a professional pugilist, or engaged in manual labor. If our delightful correspondent rejected the petition of her pedagogical suitor, lest his physical energies might droop prematurely, she certainly made a mistake. It takes a pretty good man to be a successful school-master; and his physical energies are apt to be as great as his will, energy and enthusiasm.

The notion that teaching is narrowing to the mind prevails in our correspondent's article. Her contempt of school-masters is but a thin disguise to conceal her contempt of the business of teaching. This being so, is she and her class the ones to whom to entrust the education of our youth, and the destinies of our schools? We acknowledge that teaching narrows the mind, but not more than any other occupation does. We have been riding in and out on the train, during the past eighteen months. In that time, we have had an opportunity to listen to

the conversations of people in all professions. We find them all narrowed by their occupation. The real estate man subdivides acre property till one wishes that his body were where his soul is—in the ground, like a digger Indian; the sickening jargon of the Board of Trade is not more edifying; the insipid bankers show no more breadth of thought; the lawyers are always by the ears, and judging by their opinion of one another, confidentially expressed, they know very little of the law, and *we* know that they know but very little of anything else; and even editors show little of that extraordinary development which our fair correspondent worships in the person of an ideal man.

The possibilities of teaching are as great as those of any other calling. The college professor is as high in grade as the better class of men in the other professions; and the school superintendent, or college president is as great a force as the judge in a court of record. The upper-story teacher is as much appreciated as the upper-story member in the other professions. Agassiz was a teacher. Any man who does permanent good, in any profession, must don the teacher's gown to do it. It requires great concentration of purpose to make a living in this world, where life is at best but a struggle for existence; and this concentration is narrowing in any occupation—not more so in the teacher's than in any other. The man who is not warped by his business, must be an English estated gentleman, or a confidence operator. As to the effect of commercial pursuits on the mind, it is our experience that the ordinary business man is the dullest and most engrossed of mortals in his own home—if he happen to have a home at all. The *Incarnate Negation* has money in her eye when she speaks of development; but she may yet learn that money is not everything; that there are other elements in domestic happiness. If she be ever mated with a rich dunce, she will regret the poor school-master, whom she pretends to have jilted.

But, taking a financial view of the business, teaching will compare favorably with any other. The graduates of the high school, who choose teaching for their occupation, are as well to do as the average of their school-mates. Wentworth and Delano are not suffering for the necessities of life. And if others are not well off, it is because they did not keep on with their proper work—teaching. In the commercial world we hear of very successful men; but we forget that the streets of a business center are swarming with wrecked merchants—commercial failures. There are no reverses in teaching. If a man save and invest, he can be as well off in ten years, as a teacher, as in any other occupation. We are tired of hearing teaching decried, while so many who leave it are glad to return.

The *Incarnate Negation* has no patience with men who do not "venture out into broader paths, where better development and higher culture await them" than are possible to them in the pedagogical profession. The fact is, that there is a great deal of superstitious reverence attaching to the so-called learned professions. Listen to an intelligent druggist, if you would learn the fallibility of the medical profession; hear their opinion of one another's standing at the bar, if you would know how to rate lawyers; and, as for clergymen, they must be reformers, essayists, or imbeciles. The sharp pains of the flesh give physicians their undue importance; the ignorance and superstition of the masses raise clergymen to an altitude not theirs, in virtue of their culture and development. The fact that large sums of money, or other property, and, occasionally, human life are involved in their success, makes lawyers at times objects of interests to which neither their mental calibre, nor their scholastic preparation entitles them. It will

yet be understood that the care and training of 1,000 children, under the eye of a school-master, are of more importance than the worthless neck of a Rafferty, or a Pertee in the noose of the law, and the stake for which legal skill is playing, or their more worthless souls which a set of whimpering, clerical lunatics engage to send to heaven with a velocity in proportion to the enormity of the crime.

Our fair correspondent claims that the women one meets in the schools are better than the men—that, in fact, the cream of the women of the country, and the dregs of the men are employed in teaching. Several of our principals discovered this fact some years ago, and took each a paragon; showing that they have at least appreciation of the blessings which surround them. As to the charge that old school-masters are more irascible than old school-ma'ams, we say nothing; the pot calling the kettle black is not to our taste. Yet, the fact is, that a true teacher gains a self-control, a strength, and a balance of mind by his business which no other occupation imparts. It is true that the old school-masters were all that our endearing correspondent says of them; but no irascible school-master could keep his place in these days. Our observation is that school-masters, in their families, are the most even-tempered of any class of men. The discipline of being patient through the petty annoyances of the school-room, makes them insensible to the little accidents of domestic life. The *Incanate Negation* did not know this when she rejected her (un)fortunate school-master lover.

But our lovely correspondent says, "The fact that promoted primary scholars rejoice to get back under a male principal, proves that there is a screw loose somewhere in his management; for everybody knows that, children being restive under restraint, enjoy larger liberties under the lax rule of a male principal." Everybody knows no such thing. And we are astonished that one, claiming to be able to control children, should show such dense ignorance of the nature of children. Children love good order and respect one who makes them behave themselves, and despise one who cannot keep them in check.

In conclusion, we would say that we are not engaged in a war against women. We want women in the schools with men. But we do not want the professional standard of teaching lowered by driving the men out. There should be a great difference between the salary paid a principal and an assistant teacher, as an incentive to improvement, if for no other purpose. The difference of sex makes an evident distinction to justify a difference in the salary of the respective positions. How will it be with all the men worked off? A certain lady gets a principalship; there are fifty others equally competent to fill the position. The law of supply and demand will prevail, and salaries will go down to the injury of the profession. A woman cannot expect to get \$2,500 a year while there are a hundred others, equally competent, who are willing to take the place at \$750. The very fact that women are denied full swing in business and professional pursuits, makes it politic for the women to keep men in the schools to keep prices up. If there were not men getting \$2,200 a year, not \$1,600, but \$800 would be a good salary for a woman. The success of one sex is firmly united with that of the other, individually and socially. For the heavy work, that which calls for running up and down stairs, and keeping rowdies off the premises, and the premises in good order, men are better fitted than women. We rejoice that "the women are moving on us in solid phalanx." We shall place ourselves in position to receive them with open arms. But, for the benefit of our profession,

we would advise the women teachers to retain a few men as engineers, and sappers and miners, lest the phalanx of females go down, leaving not even a pair of scissors behind.

THAT CONVERSATION IN MICHAEL- MAS TERM.

TO THE EDITOR OF THE CHICAGO TEACHER.

DEAR SIR—Were you ever harassed by an unanswered and an unanswerable conundrum? Were you ever worried by the Man in the Iron Mask, or the Mystery of Edwin Drood, or the man who struck William Patterson? If so, you can appreciate the state of mental perspiration in which I spent those days of childhood which are commonly supposed to be free from trouble and anxiety. The cause of my disquietude was an unsolved mystery, a to-be-continued conversation, which always remained in that present, passive, infinitive state. The solution of the mystery, the sequel to that unfinished story, I have lately learned; and for the benefit of any who may have been annoyed by the same perplexity, I enclose the following communication.—Yours truly,

A. WARE.

Rosehill, Ills., Dec. 15th, 1873.

Philosophers have generally recognized, among the innate mental qualities, a propensity to hero-worship; and this, which Bacon and Carlyle and Emerson have admitted as an abstract theory, I have the evidence of personal experience to substantiate. As a five-year-old, I worshiped at the shrine of Santa Claus. During my next lustrum, Sinbad, Robinson Crusoe, William Tell, and General Jackson, were in succession the objects of my adoration. But with the enlargement of my bump of combativeness came a corresponding change in the character of my ideal hero, and as my pugnacity developed, so did my admiration for military exploits, till Alexander, Caesar, and Napoleon usurped the place of the melo-dramatic heroes of my earlier childhood. Of these three, Julius Caesar was *facile princeps*. In him were combined in the highest degree the essential qualifications of a soldier, statesman, author and orator. Though by birth a member of the most exclusive aristocracy, he was the idolized leader of the radical element of Rome. With little or no experience as a general, and in spite of the opposition of the aristocracy, under the able leadership of Pompey and Catulus, he successively prostrated beneath the Roman rule Gaul, Britain and Germany, and after nine years of brilliant victories, gained by an army raised and equipped at his own expense, finally crushed all his rivals, and Rome itself, beneath his feet. Yet in the midst of his grand political schemes and his military successes, he found time to write the history of his campaigns, in a work which has maintained its position as a standard history to the present day. In addition to his military, civic and literary renown, he was noted for the gentleness and generosity of his disposition, and the mildness with which he gained and the leniency with which he used victory. Such was the Caesar whom I admired, and such a man I, in my boyish innocence, deluded by mythical traditions and the so-called instructions of my teachers, believed him to be. Upon him I lavished all the wealth of adoration which the swelling heart and brass-buttoned round-about of a boy of ten were capable of containing.

The idea of Caesar was, however, entirely formed from the statements of others. It was the result of various hints, teachings, and statements received from those who had accepted as

gospel the traditions of past ages, and had allowed these to obscure any judgments which they might have formed by the help of ordinary common sense. But I looked forward with delighted anticipation to the time when I should read, in the commentaries written by Cæsar's own hand, the history of his glorious deeds. This promised pleasure lightened my weary way through *Musa* and *Amo*, and both periphrastics, and even shed a halo around the dreary mazes of long and short penults and essential parts. With what awe and envy I looked upon Tom Jones, and Roderick Random, and Sam Weller, and Arthur Pendennis, who were big boys, and in the Cæsar class, and how eagerly I anticipated the charming future when, throwing aside the insipid moralities of Phædrus, I should leave to Freshmen "*Hædus et Lupus*" et id omne genus, and luxuriate in the elegant diction of the great Julius. Then I thought I should no longer sip the stale dregs which trickled from commentators' and teachers' minds, but should quaff deep draughts from the original fountain. That was a red-letter day when I was at last promoted to the Cæsar class, and became the delighted owner of a new Anthon. No Bibliophile ever was happier in the possession of a Mazarin bible, or a 1620 Shakspeare, than I with my new acquisition. Its sleazy paper was as beautiful to me as the finest India tint. Its split sheep binding, glorified by my imagination, was as elegant as the finest Russia, or the

"Red Morocco's gilded gleam,
Or vellum rich as country cream."

With eager delight I devoured the very title-page, from the first word to the imprint, "Harper & Brothers, Franklin square, 1855." The copyright, the dedication, and the preface were in turn swallowed as appetizers to the coming feast. And then I became entranced in the perusal of that remarkable conversation on the life and writings of Cæsar, between Dr. Barton and Henry Arlington, which precedes the Latin text. I was just verdant and enthusiastic enough to accept the pompous verbiage of the windy old Doctor as the sublimest eloquence. His inflated bombast seemed the perfection of literary style. The model Henry, who accepted all the outrageous cram of the old humbug without a murmur, was no more gullible than I. Barton, D.D., or M.D. or whatever D he might be, was to me the incarnation of learning and eloquence. With such authority, could I help believing that Cæsar's commentaries were "a model of elegant simplicity and transparent clearness," or that "all that was great and consummate in the art of war," was exemplified in his military career. And then when Dr. B. was inclined to hold up a little and take breath, a question from the docile Henry would start him again like a patent windmill. My respect for the learned doctor was, however, equaled by my admiration for his model pupil. He was the miniature edition of the old man—all the virtues done up in a small parcel. He never stole the jelly and smeared the leavings on the cat's whiskers. He never hacked the cherry tree, nor went swimming on Sunday, nor smoked his grandfather's pipe on the sly, nor put cayenne pepper in the cook's snuff. He must have died young. Poor Henry! In imitation of his laudable example, full of enthusiasm for the great Cæsar, and blissfully ignorant of trouble ahead, I plunged into the vortex of oratio obliqua and ablative absolutes of the first book. Bravely I struggled through the complex and distorted sentences, making once a hit and thrice a miss, but cheered by the expectation of the "elegant simplicity and transparent clearness," which was always just ahead. For a whole year I staggered and worried, slowly coming to the

consciousness of the truth which I here enunciate as a demonstrable proposition. Of all the frauds which have humbugged a deluded people since the memory of man, J. Cæsar is the greatest. Until I read his own statement, I had accepted as truth all the lies in regard to him which the world in general have agreed to pass current. But long before I finished reading his own story, the fraud was plain. The second grade scholar, who should write such confused and awkward sentences as his, would be a fit subject for corporal punishment, while the Fort Fisher expedition of Gen. Butler, or Banks' Red river fiasco are military achievements on a par with many of his campaigns. That he was generally successful can be attributed to the fact that he commanded the best disciplined and best armed military machines of his day, while his opponents were a disorganized and undisciplined rabble. What glory does a man deserve for vanquishing a lot of mice? The truth is Cæsar is a counterfeit nickel, current only as the result of habit.

The discovered mystery to which I alluded in my introductory note and which I have left unnoticed till now, is contained in the close of the conversation between Dr. B. and Henry. When the old gentleman had talked himself hoarse, in order that he might have time to get his second wind, he tells Henry that he will renew the conversation in the Michaelmas term.

That prospective conversation was always a source of disquietude to me. I never could be comfortable for imagining what they said. I could find no record of it, and was continually worrying my brain to invent the sequel. But at last I am happy to say I have a full report of it, and a great load is removed from my mind. This is the way it came about. Last summer vacation I met a beefy, broad-shouldered and protuberant-stomached Englishman, who was presented to me as Mr. Henry Arlington. The thought instantly flashed through my mind that this might be the historic Henry of Dr. Barton and Prof. Anthon. Fearful that he might deny his identity, I tried a bold stroke of diplomacy and collared him at once with the question, Did the Dr. renew that conversation in Michaelmas term? He wilted at once, and thinking I knew as much as I assumed, told me the whole story. He informed me that the conversation was renewed; that he had made a record of it at the time, and would send me a copy, which I now transmit to you. It will be seen that there was a vast change in Henry in the interval. He had sworn off on Cæsar and taken a course of Bret Harte and John Hay. The mild and docile Sunday school scholar had evidently discarded the smoke of the midnight oil for that of perique and Lone Jack, and had transferred his attentions from the classics to draw poker. Here is the rescript which he sent me:

Dr. B. My dear Henry, it is with emotions of unalloyed pleasure that I take this opportunity of renewing our interrupted conversation. You have, I trust, in the interim, devoted your mental powers to the perusal of the works of the immortal Roman.

H. Quite so. And how you could have the cheek to impose on an innocent boy as you did, gets me.

Dr. B. Oblige me by explaining your illusion to my malar protuberance and the nature of the imposition to which you refer.

H. Didn't you tell me that Cæsar style was "like the unadorned simplicity of a Greek statue?"

Dr. B. Most certainly. I quoted the dictum of the great Cicero to that effect, and I must assert that I fully coincide in his opinion.

H. And don't you know that Cicero was the most invete-

rate tuft hunter in Rome; as well as the biggest coward? He never dared to throw off on any nobleman, much less on Caesar. He knew that the instant his crowd went back on him he might as well pass in his chips. His opinion was nothing but stuff. Greek statue indeed! More like those on the Singer building, unadorned most certainly, but overloaded with rags enough to start a paper mill.

Dr. B. My dear boy I am indeed grieved that you, who were once such an ardent admirer of Caesar, should have so changed your sentiments, and that your remarks should so savor of the degenerate spirit of iconoclasm.

H. I tell you, Dr., I have cut my eye teeth since then. You can't shove off any more such humbug on me. I know a counterfeit shilling when I see it. You held five aces on me before, but that's played now. Why, I can write better Latin myself than he ever did, and as for his generalship, I would agree to lead old Jack Falstaff's ragged regiment right through all those shabby Gauls and Teutons, which he took so many years to conquer. Don't Shakspeare say that he put up Antony to ask him to accept the crown, and that he had to have an epileptic fit to convince the people that it wasn't a put up job.

Dr. B. I am indeed amazed at your aspersion of his military genius. He certainly contended against armies of picked men.

H. Yes, like Billy Wilson's fire zouaves—picked out of the gutter. It's no use Doc, you could come it on me when I was green. But now I have read Caesar's own account, you can't close my eyes any more. Where a man has the thing in his own hands and can't tell a plausible story, it's no use for you to attempt to act as his champion.

Dr. B. But Henry —. Here the manuscript was torn and abruptly terminated.

SPECIAL TEACHERS.

TO THE EDITOR OF THE CHICAGO TEACHER.

Your remarks in the December No. of THE TEACHER on this subject are in that dogmatic style common to editors and pedagogues. Let me offer a few thoughts on the same subject, and I will endeavor to be as dogmatic as you.

You say:

I. "The proper status of the teachers of the special branches—music and drawing—is not well settled in the minds of the principals. The special teachers are Assistant Superintendents, accountable only to the General Superintendent for their action in the discharge of their duty."

I say:

The special are *not* Assistant Superintendents. They are teachers, employed by the Board to teach their respective branches, and in the minds of several of the principals, their status is thus "well settled."

You say:

II. "Any interference with their work by principals is arrogant and impertinent."

I say:

Interference with the work of a special teacher is just as much "arrogant and impertinent," and no more, as is a principal's interference with the work of any teacher whose work is not satisfactory to him. It is the principal's duty to scrutinize and criticise the work of every teacher, regular or special. The fact that a teacher's duties call him or her to one particular school once a fortnight instead of twice a day, proves only that

his or her class or division contains a greater number of pupils than that of most teachers; that his or her specialty does not demand as much time and attention on the part of the pupils as do arithmetic, grammar and the like. It does not, or should not exempt her from the supervision and criticism of the principal. Mr. Demars, who teaches French two hours per day in the High School, is just as much under Mr. Howland's direction as are the teachers who give instruction during the regular hours.

So ridiculous does this doctrine of yours seem to me, that I am inclined to think you are joking, and that you will laugh heartily at my attack upon your man of straw; but if you are not in jest, by all means turn your attention to the Rules of the Board, and have Section 73 so amended as to read:

"The Principals will make a constant study of the best methods of instruction, *except in Music and Drawing.*" "They will supervise the work of their assistant teachers, but *shut their ears to Music and their eyes to Drawing.*" "They will strive to awaken in both teachers and pupils enthusiastic devotion to their work, *except in Music and Drawing.*" "They will see that all regulations adopted by the Board with reference to their schools are faithfully carried out, *except in regard to Music and Drawing.*"

You say:

III. "Their marks are final in the promotion of classes from grade to grade."

I say:

That any attempt upon the part of a special teacher to mark a pupil for promotion from grade to grade, except upon the request of the principals, is in the highest degree "arrogant and impertinent"—a piece of the most brazen-faced impudence! The law upon the matter is found in the Rules of the Board for the Government of Principals. "THEY (the Principals) WILL EXAMINE ALL PUPILS FOR PROMOTION FROM GRADE TO GRADE." Has this been repealed or altered? No; and never will be, as long as the Principal is responsible for the scholarship of his schools. You say truly, "*Teachers shape their instruction for the examination, and if Principals do not examine thoroughly and invariably, scolding about the little progress made will be of no avail.*" Exactly. Grade examinations do, in one way, determine the scholarship of a school, and the special teacher who examined a class of forty pupils in eight minutes, and marked each and every one 95, would probably have made their standing less uniform, to say nothing more, if the time of the examination had been extended, say even to twenty minutes, half a minute to a scholar. And the Principal who rejected that special study mark of 95 *totally*, and made his averages without it, most probably saved those pupils from an injury from which they would not have recovered for years.

I claim it to be my privilege, and my duty, to reject, if I think proper, wholly and totally, any marks for promotion made by anybody, unless invited by me, or ordered by the Board through the proper channels. And the proper channel for the transmission of orders to any school is the *Principal* of that school.

The special teacher is a teacher, not an examiner. Why have we special teachers in music and drawing? Because those branches are supposed to demand peculiar abilities, or special training, or both. If such superior endowments, natural or acquired, are possessed by special teachers (as they certainly are by some of ours), let them be used in the instruction of pupils, or of teachers, or of both; and let the examination by the Principal of the pupil's work test not only the pupil's

ability to pass grade, but the special teacher's ability to give instruction in his chosen study, just as it does the ability of the regular teacher in her work.

Of course, this pre-supposes the ability of the Principal to examine in these branches. The Principal (of a district school, certainly) should be able to teach and examine in *every* study taught in his school. If he *cannot*, he is not fit for his place, and ought to "complete his education" forthwith, or abdicate in favor of a more learned or more ambitious man. An exception to this should sometimes be made in regard to music, since, perhaps, one man in a thousand "has no ear" for music. Such an unfortunate might be excused in receiving the aid of another—as a cripple in using a crutch, or a partially deaf man, an ear trumpet.

Now, you will exclaim, *German!* and ask whether every Principal should be a German scholar. All the world knows that the place of German is with French, Spanish, Italian and all other living languages, in the High School, or in certain schools in which the studies could be arranged in reference to it. And we teachers all know what would be the effect upon German in our district schools of a thorough Principal's examination to pass grade. But, in answer to your supposed question, I say, *yes*: the Principal in whose school German is taught *should* have an acquaintance with the German language. *Test* examinations by special teachers are of course proper and generally necessary. Marking at the close of a teaching exercise is well. It shows the special teacher's opinion of the proficiency of the class absolutely or relatively. But the special teacher who spends his time in inspecting work of pupils and "marking" it, without using these marks in his subsequent teaching, without pointing out errors, either to pupil or teacher, and making an effort to correct their defects other than by *marking*, without *teaching*, is an arrant humbug, an imposition, a fraud, an obstacle rather than an aid; and should be supplanted by one better fitted or more willing to do the work of a special *teacher*, not of a special *marker*. What we want is *teaching*, not *marking*.

The task of instructing thirty thousand children in drawing is surely labor enough for two persons without adding to it the examination to pass grade. Do this, and you reduce the special teacher's *teaching* to a mere nothing. But, you say, it is the regular teacher's duty to *teach*, the special teacher's duty to examine. Very well, if our six hundred regular teachers have learned to *teach* Music and Drawing, it is a shame that our thirty odd principals have not yet learned to *examine* in those branches. But, you say again, the special teachers are *Superintendents* of their respective branches. But what is this *superintending*? Is it not the criticism of the work of both teacher and pupil? Criticism of work done and of work in process of being done? Criticism of methods of instruction? Illustration of *how* to teach by actual teaching? Daily, constant, persistent employment of those superior abilities and attainments which are supposed to be the basis of the special teacher's very appointment? I thank a special teacher for such labor as this. I thank the music teacher for exhibiting to my division teachers not only the defects in their classes in time, tune or expression, but also their own imperfect methods of instruction. I thank him for the actual work he does in teaching, a benefit both to pupil and to teacher. I thank the drawing teacher for her criticism on outline, on light and shade, on use of pencil and rubber, for her practical illustrations of her art with crayon or charcoal; for *anything* that will correct defects, encourage excellencies, and develop purity of taste and skill in execution. But I do not thank either of

them to examine my classes for promotion; and a visit of either of them to a division without criticism, suggestion, or actual teaching, without having done *something* to advance the pupils, something which the regular teacher could *not* have done in the same time, I regard as an "arrogant and impertinent" interruption of the work of the division, a waste of valuable time which the regular teacher would have usefully employed.

The logic of your argument would dispense with special teachers wholly. If our regular teachers can give all necessary instruction in Music and Drawing, why employ special teachers? The examiner to pass grade is already provided for by the Board, in the person of the Principal. But we *need* teachers in Music and Drawing, if we wish success in those studies, in which the training of many of our teachers has been defective. We need thorough musicians, accomplished artists, who are enthusiastic in their devotion to their work, able to communicate their enthusiasm to their pupils. This is one of the great advantages of special teaching; the teacher of half a score of branches seldom has enthusiasm in any one of them, or, at most, in more than one of them.

The music of the Chicago schools is an illustration of what two enthusiastic, hard-working men can do. Chicago has more pupils than either Boston or Cincinnati, and less than half the number of music teachers in either of those two cities. In less than ten years, these two men have placed our music certainly on a level with that of Cincinnati, and inferior, if inferior to any, only to that of Boston.* But these men have done something more than simply to *mark* their pupils; they have not watched the mill for meal without keeping the hopper full of corn. Whether our Drawing shall be as successful as our Music, remains to be seen. Fortnightly marking of drawing-books, *without teaching*, will not do it; neither will examinations to pass grade *without teaching*. As well continue to reap a field that never is sown. One thing *will* do it, and only one—enthusiastic TEACHING.

—H. H. Belfield.

Dore School, Dec. 12th, 1873.

THE SNOW.

A CHILD'S COMPOSITION.

On October 27th, about 4 o'clock, the snow-flakes thought they would have a surprise-party on the earth. "Ho-ho!" said the first snow-flake, "I guess there won't be many here." But by-and-bye they began to come down, and they looked very pretty. They thought they were going to have a fine time; but they will be crushed to death or eaten after the children get out of school. They thought it was very nice sailing down so soft and swift. But after a while they will not think it such fun, but will cry out, "Oh, dear, how I wish I had stayed home! Pretty soon we will cover the ground, and I suppose the children will say the old woman is picking her goose for Thanksgiving. They will never think we are alive. We would have a grand time if it were not for the folks trampling on us or eating us. But then it is nice to think you can dress nicer and have nicer music than any other party on this earth. For we all dress in pure white, and we do not have wine to drink; but melted crystal is what I suppose we call water. Wine will make you silly and giddy, but water will make your head clear. And we do not have men all dressed, with brass instruments to play on, but have the innocent little snow-birds that make music with their throats. That

* A prominent musician and musical critic, not connected in any manner with the Chicago Public Schools, after a thorough inspection of the music of the public schools of Chicago and of Boston, unhesitatingly declares the "sight reading" of the former city to be superior to that of Boston.

is a great deal sweeter and clearer than the brass instruments' Come, come, and let's have some fun before anyone steps on us. Let us dance or play or something, and not sit here silent and sad, like nuns, bewailing our misfortunes. We might as well be gay while we are about it. Let us fall on some old trees that are all bare, and we will make them look pretty, for it seems too bad, for they are so good and true, to be so ugly. Oh, my! just see how brown they are and how white we are! Just look at all the snow-flakes we know. And how sweet some of the little snow-flakes are! Their mothers take such pains with them. I suppose some of the folks wonder why we don't dress in other colors, and I will tell you that we cannot be snow-flakes unless we are all in white; that means we are so pure. But you know that such wicked mortals as you can never be a snow-flake. But my story must end, for there is a large two-headed giant coming, and he will kill us if we do not keep still. It is the giant Rain.

—Holstein School.

HINC ILLÆ LACHRYMÆ.

What wrong had been done that our girls in the schools
Should be tortured and racked with such pains,
When they might have been happy—the poor, simple fools—
Had they never been furnished with brains,
The grand source of all
Their woes since the fall,
As the truthful M. D. well explains?

One hour undisturbed at their desks sows the seed
That shall fill their whole lives with disease,
While at the piano, three hours without heed,
They like puppets sit thrumming the keys,
With no symptom of harm
To awaken alarm
In the mind of the learned M. D.'s.

Involved epicycloids in maziest curves
On light toe fantastic they tread,
Which to trace with a crayon would jangle their nerves,
And send the blood swift to the head,
Never meant, it is plain,
To stand such a strain,
As has been so impressively said.

They can stitch or embroider, week in and week out,
And approvingly smiles the M. D.—
May dance themselves dizzy in revel and rout,—
And he quietly pockets his fee;
But to stand up his peers
In true culture,—“Poor dears,
Ah!” sadly he sighs, “can this be?”

—George Howland.

EACH of our subscribers should induce another to take THE TEACHER. By careful computation, we have found that it multiplies the enjoyment of a good thing by four, to have another to enjoy it with you.

THE schools of Chicago are fortunate in many respects. They are not so rigid in system as those of Cincinnati; the sectarian power is not so overshadowing as in St. Louis; teachers are not driven at the point of the bayonet as in Boston; and the influence of politics is not felt as in Milwaukee and New York. We are fortunate, too, in our Board of Education, whose members approve in the teachers' outspoken expression of opinion, even when that opinion differs from their own, and never allow personal matters to modify their official action in dealing with their employees.

NOTES.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The Twentieth Annual Meeting of the Illinois State Teachers' Association will be held at Bloomington, December 29th, 30th, and 31st, 1873, in Durley Hall. Following is the full programme:

Monday, December 29th—7:30 P.M.—Address of Welcome, Hon. R. M. Benjamin. Response by the President, Hon. J. L. Pickard, Chicago. 8:00 P.M., the President's Annual Address.

TUESDAY, December 30th—*Primary Section*.—In Room 21, High School, J. S. McClung, Chairman. 9:00 A.M.—Line upon Line, Miss Mary G. Burdette, Peoria. General Discussion—10:00 A.M.—Spelling, Miss L. H. Johnson, Normal. General Discussion. 10:00 A.M.—What are the Facts?—Miss Mary E. Jones, Bloomington. General Discussion. *High School Section*—9:00 A.M.—Methods of Teaching Latin in the High School, E. W. Coy, Hughes High School, Cincinnati. Discussion opened by H. L. Boltwood, Princeton High School and N. C. Dougherty, Mt. Morris Seminary. 10:30 A.M.—The High School, Its Necessity and Office, E. C. Smith, High School, Dixon. Discussion opened by Charles C. Snyder, Supt. of Schools, Freeport. 9:00 A.M.—County Superintendents' Association, in Room 13, High School. General Association. 2:00 P.M.—A Paper on the Importance of Teaching the Elements of Civil Government, P. N. Haskell, Hyde Park. 2:30 P.M.—Claims of Natural Science to a Place in Common School Instruction, Prof. D. C. Taft, Ill. Ind. University, Urbana. 4:00 P.M.—Agassiz at Penikese, E. A. Gastman, Supt. Schools, Decatur. 4:30 P.M.—A Paper—Character is Power, H. Freeman, Rockford. 7:30 P.M.—Lecture, Rev. H. N. Powers, D. D., Chicago.

WEDNESDAY, December 31st.—*Intermediate Section*, in Room 21, High School—O. F. McKim, Chairman. 9:00 A.M.—Errors in Grammar School Work, and How to Correct Them, Miss Etta S. Dunbar, DeKalb. (Discussion will be opened by M. I. Seymour, Blue Island.) 10:30 A.M.—The Relation of the Teacher to the Public, Supt. S. D. Gaylord, Bloomington. *College Section*—9:00 A.M.—A Paper on The Distinctive Work of The College, Dr. W. G. Eliot, St. Louis, Mo.—Alternate, Prof. W. F. Swahlen, McKendree College. Discussion opened by Dr. J. M. Sturtevant, Illinois College, Jacksonville. 10:45 A.M.—A Paper on The Economic Value of Science Education, Dr. O. Marcy, North-Western University. General Discussion. General Association. 2:00 P.M.—The Proper Work of the Normal School, Edward P. Weston, Lake Forest. Discussion will be opened by W. Smith, Sterling, and S. H. White, County Normal School, Peoria. 4:00 P.M.—The Press and the Free School, Hon. F. W. Palmer, Editor *Inter-Ocean*, Chicago. Discussion opened by John W. Gibson, Belvidere, and H. M. Rulison, Durand. 7:30 P.M.—Lecture—Some Fundamental Principles, Dr. D. A. Wallace, President Monmouth College.

ANNOUNCEMENTS.—The County Superintendents' Association in October changed its annual session to the time and place of the State Teachers' Association. The College Association this year becomes a part of the State Teachers' Association. The hotels of Bloomington will entertain members at the following reduced rates: Ashley House, \$2.50; Phoenix Hotel, \$2.00, and St. Nicholas Hotel, \$2.00 a day. The railway accommodations now granted are as follows—To members paying full fare to the Association, on presentation of certificate of membership, return tickets will be sold at one-fifth of the regular fare—By the Chicago and Alton, at Bloomington; by the Illinois Central, at Bloomington and Champaign; by the Chicago and North-Western, at Dixon and Chicago. The Indianapolis, Bloomington and Western and the Peoria and Rock Island will return members free upon presentation of certificate of membership. The Chicago, Rock Island and Pacific Railroad will sell tickets to teachers attending the Association at sixty per cent. of the regular fare, to and from Peoria, LaSalle and Joliet. Reduced rates are expected from other companies. Teachers expecting to attend will write to

the Executive Committee, if they desire information not given in the foregoing. The headquarters of the Executive Committee will be in Room No. 1, Ashley House, during the session of the Association. Teachers from almost all parts of the State can leave home on Monday and reach Bloomington in time for the Evening Session, and can leave Bloomington after the Lecture Wednesday evening, at such time as to reach home early on Thursday.

JOHN HULL, Bloomington, } Executive
E. L. WELLS, Oregon, } Committee.
ROBT. ALLYN, Lebanon. }

QUESTIONS FOR SIXTH GRADE, FOR PROMOTION TO FOURTH BOOK OF READING LESSONS.

CHICAGO, DECEMBER 9, 1873.

ARITHMETIC.

TIME, ONE HOUR AND A HALF.

No pupil to ask any questions. Teachers will give no information nor read the questions to their pupils. Papers are to be collected at the expiration of the time.

1. Add. Eighty-seven thousand five hundred ninety-six. Two hundred thousand eighty-nine. Seven thousand three hundred ninety-six. Eight hundred forty-seven. Nine. Four hundred ten thousand one hundred seven. Eighty-nine thousand six hundred ninety-five. One hundred two thousand eight.
2. From seven hundred thirteen thousand one, take forty-six thousand two hundred four.
3. $864 \times 12000 \div 9 = ?$
4. $768 \times 900 \div 12 = ?$
5. $(64 \times 80) + (89 \times 16) + (57 \times 68) - (98 \times 76) = ?$
6. $384 + 2976 + 187 + 98 - (39 \times 87) \times (647 - 557) = ?$
7. In 9664 gills how many gallons?
8. In 178 bushels how many pints?
9. Arrange and add $+8753 + 964 + 3948 + 5872 + 96 + 387 + 48765 + 938 + 108752 + 69 + 483 + 754$.

10. Add
- | | | |
|---|---|---|
| 7 | 3 | 8 |
| 9 | 7 | 9 |
| 8 | 5 | 4 |
| 4 | 6 | 7 |
| 3 | 3 | 4 |
| 5 | 9 | 3 |
| 6 | 7 | 5 |
| 7 | 8 | 6 |
| 8 | 5 | 9 |
| 9 | 4 | 7 |
| 5 | 1 | 8 |
| 2 | 1 | 7 |
| 3 | 1 | 6 |
| 6 | 3 | 5 |
| 5 | 4 | 4 |
| 4 | 5 | 3 |
| 2 | 6 | 2 |

GRAMMAR.

TIME, ONE HOUR.

No pupil is expected to ask any questions. Teachers will give no information, nor read the questions to their pupils. The papers are to be collected at the expiration of the time.

1. How can you tell that a word is a noun?
2. Give the nouns with their number in this sentence:
The sun does not shine for a few trees and flowers, but for the wide world's joy.
3. How can you tell a common from a proper noun? Example of each in one sentence.
4. Of what use is a verb in a sentence? Example in a sentence.
5. Write the plural of *fly, man, goose, mouse, house*. Write the singular of *knives, oxen, these, shoes, studies*.
6. Name the verbs in the following, with their tense and number:
*The sun shone brightly.
The rain froze while falling.
The boys play and the girls sing with all their might.
All good pupils learn their lessons.*
7. Write a sentence containing the verb *walk* in past tense, plural number; *think*, in past tense, plural number; *say*, in present tense, singular number.
8. Correct and tell why:
*The boys runs very fast.
We seen the men when they done the work.*
9. Illustrate the correct use of *this* and *that* in one sentence.
Illustrate the correct use of *these* and *those* in one sentence.

10. Write sentences illustrating the correct use of *a, an* and *the*. Write sentences using them incorrectly.

LANGUAGE.

TIME, ONE HOUR.

No pupil to ask any questions. Teachers will give no information, nor read the questions to their pupils. Papers are to be collected at the expiration of the time.

1. Re-write the following paragraph, changing the underlined words to others of like meaning:
If knowledge is *important*, and you come here to *obtain* it, and you *neglect* to do so, who will *suffer* from your *ignorance*, you or your teacher?
2. Correct:
The boys Father said to them if you're promoted on this examination, you'll spend the day after christmas in examining curiosities f:om jappan and china?
3. Punctuate properly:
O Harry said John see those boys looking at the lions, tigers elephants and giraffes Its time to go home isnt it mother
4. Write the equivalents of the vowel sounds in the following words: *beau, eye, view, weight*, and in last syllable of *machine*. Tell how many sounds there are in each of the following words: *should, seize, catching, extra*. What is the last sound in *face*?
5. Write the words of which these are the abbreviations: *Ill., st., ft., \$, qt.* Abbreviate the following words: *numbers, mezzo, pound, ounce, Post Office*.

ORAL.

TIME, ONE HOUR.

No pupil to ask any questions. Teachers will give no information, nor read the questions to their pupils. Papers are to be collected at the expiration of the time.

1. Name two animal substances, five vegetable substances, one mineral substance, and two spices, all of which may be eaten at one meal.
2. Name three vegetables from which sugar is made. From which vegetable is that sugar made which is in most common use.
3. Name a vegetable and a mineral used in tanning. Name an animal whose skin is made into sole and harness leather. Name two other animals whose skins are made into leather.
4. The weasel family is carnivorous; relishes blood, its movements are stealthy, its habits are cruel. What is meant by each of the above statements concerning the weasel family?
5. What two facts are curious about the horns of the deer family?
6. Name two methods of curing meats and fish.
7. From what is silk obtained? calico? linen? flannel? Name a foreign fur-bearing animal.
8. Name four bad habits of eating. In what other way may health be injured?
9. Draw an outline of the block in which your school-house stands, naming the streets around it, and telling their direction and locating the school-house.
10. Name three ways in which pupils often show disrespect to older people; two ways in which pupils often injure the property of others.

MUSIC.

TIME, TWENTY MINUTES.

No pupil expected to ask any questions. Teachers will give no information, nor read the questions to their pupils. The papers are to be collected at the end of the time.

1. Write the scale of C in double measure.
2. Write *do, fa, la*, in key of G.
3. How many beats in quadruple measure? Which are accented?
4. How much does a dot add to a note?
5. Make three kinds of notes and tell their names.

SPELLING.

TIME, THIRTY MINUTES.

Read each sentence through, then read half of each; when that is written, the rest. When the sentences are all written, read again slowly.

1. John went to school with his two brothers, but was not received because he was believed to be too young.
2. "Do you know me?" asked James. "No," replied Joe.
3. "I will not hear you," said George, "until you come here."
4. Dick's business increased, disappointing the complaining shoemaker, and surprising the precocious, provoking Mandarins.
5. There go forty boys with their sisters' books.

Pronounce each word but once:

1. Patient; 2. Neighbor; 3. Damage; 4. Separate; 5. Proceeded; 6. Guinea; 7. Appearance; 8. Occurrence; 9. Foreign; 10. February; 11. Miscellaneous; 12. Necessary; 13. Arithmetic; 14. Grammar; 15. Avoidupois; 16. Ostrich; 17. Quotient; 18. Analysis; 19. Sentence; 20. Multiplier; 21. Illinois; 22. Rescuing; 23. Livelihood; 24. Holiday; 25. Caterpillars.

MENTAL ARITHMETIC.

READ ONCE, TIME, TWELVE MINUTES.

1. $9 + 12 + 7 + 9 + 8 + 6 + 7 + 5 + 7 + 5 + 8 + 6 + 7 + 9 + 8 =$
142
2. $17 + 15 + 5 + 9 + 8 + 7 + 6 + 9 + 8 + 9 + 5 + 8 + 9 + 7 + 8 +$
87
3. $150 - 20 - 8 - 5 - 9 - 10 - 9 - 6 - 8 - 6 - 7 - 6 - 8 - 7 - 9 -$
73
4. $500 - 150 - 50 - 25 - 50 - 50 - 5 - 30 - 15 - 20 - 40 - 25 -$
13
5. $1000 - 300 - 200 - 100 - 200 - 70 - 20 - 2 + 9 \times 6 - 9 + 7 =$
6
6. $85 - 13 + 8 \times 3 + 27 \div 6 \times 5 + 4 + 5 + 9 \times 7 + 6 \div 4 =$
7
7. $7 \times 3 + 6 \div 9 \times 8 + 11 + 7 \div 6 \times 7 + 5 + 6 \times 7 + 4 + 10 \div 7 =$
8
8. $18 + 14 \div 4 \times 7 - 9 - 5 \div 6 + 8 + 15 + 30 \div 6 \times 12 =$
9
9. $13 + 15 \div 4 \times 6 - 7 + 15 + 50 \div 12 + 9 \div 11 \times 8 - 4 \div 12 =$
10
10. $18 + 5 - 16 \div 19 - 18 \times 4 - 15 - 8 \times 3 - 16 \times 3 - 25 \times 4 -$
19

HINTS FROM THE SUPERINTENDENT.

At the last meeting of the Principals' Association, by unanimous request of the members, Mr. Pickard related his experience in visiting neighboring cities, and gave a brief synopsis of the deliberations of the city superintendents at their last meeting.

At Detroit Mr. Pickard visited a school in time to hear its opening exercises. In that city there is no mode of opening school specified, so each teacher has such an exercise as suits her fancy. Tastes are various, and as a result, Mr. Pickard, in position to hear sounds from several rooms, was entertained with a choice medley of musical sounds, from grave to gay, from lively to severe, from the broadly comic to the touchingly sentimental—Sabbath school songs to pieces of sacred music, skating songs, sleighing songs, and nondescript productions, commingled with reading of the scriptures and other vocal exercises. At the room door the name of the teacher, and the class and grade she is teaching appear in a tablet set in a small frame. This is an excellent idea. The reading in that room was loud, pupils using their voices to the degree of screaming, but Mr. Doty declared the room to be exceptional in this respect. The order was good. There are no principals, properly speaking. There are in the city two male principals, each in charge of two schools—all the others are under the charge of lady principals. A strip around the room for hanging pictures pleased the eye of Mr. Pickard; but the rooms are somewhat dark. Price's chart is used, but not so much as its agent in Chicago would lead us to believe; the illustrations of its power told here were interesting items of news to the teachers of Detroit. It is used only in addition and multiplication. The boards are covered with such examples as we in Chicago put on ours. Good work was done in rapid addition. The High School is not suitable for school purposes, but it has a fine collection of birds in varying but natural positions. The

High School has a good library supported by a fund of \$10,000. The recitation in geography was peculiar. One pupil read an essay on New Hampshire, another read one on Texas; then pupils criticised the essays; after which follows a recitation. Each pupil reads ten such essays a year, and selects the best to have it bound. For the information contained in the essays all available sources are consulted. The recitation is carried on independently of the book; but children evidently consult their books in the preparation of their lessons. The school session is 8:45 to 12:15, and from 2 to 4, but children are not called tardy if in their seats at 9 A. M.

In Cleveland Mr. Pickard found a building of eighteen rooms, three stories, six rooms in each story. The middle rooms were dark. The cost of the building was \$125,000, some wardrobes costing as high as \$15,000. It contained a lady called principal, but the school had virtually no principal, the lady so called being in charge of a division like the other teachers. Two male principals supervise all the schools, each taking one half the city. There are in addition two lady principals to supervise the primary departments. Examinations once a year, but good scholars are promoted at any time individually, not in classes. Teachers are instructed in music and drawing once a week. There was good discipline, but some neglect of minor matters, such as restlessness in recitation, snapping of fingers, etc. German is taught one half the time. Session, 9 to 11 A. M.; P. M., 2 to 4. There is no independent work for children; all is done under the direction of the teacher. Cleveland is noted for its good lessons in language. The word *watch* was on the board, and such sentences as the following were given by young children to show its use: "Does my dog watch me?" "I have a dog named Watch." Upon the Superintendent's taking out his watch, one child immediately exclaimed, "That young man has a watch!" They write their sentences to conclude the lesson. This work is done by children corresponding in grade to our 9 and to grade pupils.

At the meeting of Superintendents, the members discussed the question of a school for incorrigibles. Where such institutions have been established, it is the experience of school boards that they correct the faults for whose correction they were intended, and then are discontinued for want of patronage. The supply of reading matter for primary pupils was also considered. Short sessions were talked of. In the matter of lady principals, Cleveland will not acknowledge that her way is not best, but all outside observers were of a contrary opinion. The relation of public schools to colleges was also considered, on which subject Mr. Harris made some wise and pithy remarks. Mr. Harris said that colleges confined themselves to culture study, while the public schools aim to impart knowledge; that colleges, like the palm tree, grew narrow the greater part of their height, with a small show of spreading out at the top.

The duties of principals were talked of. The use of a speller was discouraged. As a substitute, a collection of 1000 words often misspelled was recommended to be used; other words to be learned in connection with the branches in which they occur. Elective studies were condemned, exception to be made in cases of sickness, etc. For purposes of comparison, a trial examination will be held this year in a number of our neighboring cities. Eight years' span will form a uniform basis of comparison. Our grades will be rated as follows:

9 and 10 as one year; 8, 7 and 6 as occupying two years; 5 and all higher grades one year each. In Cleveland teachers are appointed before they are examined.

In cities where English and German are both taught in lower grades, it is found that the children's education is not so broad as where only one language is attempted. The English idiom interferes with the purity of their German, and the German peculiarities spoil the children's English. The thought is now to leave German to higher grades, to treat it as a purely scholastic branch, beginning in the district schools and being completed in the High School.

NATIONAL EDUCATIONAL ASSOCIATION,

PEORIA, ILL., December 22d, 1873.

THE Fourteenth Annual Meeting of the National Educational Association, will be held in Detroit, Michigan, on the 4th, 5th and 6th days of August, 1874. The Governor of the State, the Mayor of the City, the State and City Superinten-

dents of Public Instruction, and the Board of Education of the City of Detroit, have extended a very cordial invitation to the Association to meet in that place. Free use of assembly halls has been proffered, and every effort will be made to secure a successful and profitable meeting. Announcements concerning programme, facilities for travel, hotel accommodations, etc., will be made in due season.

A. P. MARBLE,
Secretary.

S. H. WHITE,
President.

CORRESPONDENCE.

OFFICE OF THE BOARD OF EDUCATION,
MEMPHIS, TENN., Nov. 22, 1873.

J. L. PICKARD:

My Dear Friend—Enclosed please find acknowledgment of money received. This Association met to-day for the first time since the plague. All but one of our schools are filling up well. At Market street, where there ought to be 600 pupils, we have as yet only about 300. 2,500 will about cover the deaths of the city. 800 names are lost from one Irish Catholic Church. Our people are greatly affected by the promptness with which the Northern cities have supplied their needs. They have done much more than the Southern cities, which is thoroughly noticed. This kindness has killed apparently all enmity. I think the people are really changed. We hope you are well.

A. PICKETT.

OFFICE OF BOARD OF EDUCATION,
MEMPHIS, TENN., November 22, 1873.

The Teachers' Association of Memphis, to the Superintendent and Teachers of Chicago, acknowledging the receipt of a donation of six hundred and sixty-six dollars, which has faithfully been distributed among the needy.

In the hour of trial and death, we discover our friends.

As the spirit is above the body, and the joys of soul above the pleasures of sense, so the greater benefits of your kindness center in our hearts. We were all in affliction and sorrow, and some in want. Your aid was liberal and timely, and your thought very generous and kind. It creates new ties, fills us with new courage, renews our confidence in the growth of Christian charity and the coming of universal brotherhood.

We trust that this act will emulate in us a kindred spirit which will manifest itself in like deeds of love. You have our sincerest gratitude.

Signed by order of the Association.

A. PICKETT.
J. G. CAIRNS, Sec'y.
H. C. SLAUGHTER.
J. H. BARNUM.

MISS JENNIE M. HIGBY.
MISS CLARA CONWAY.

TO THE EDITOR OF THE CHICAGO TEACHER.

Is a bashful old teacher too improbable a phenomenon? Let me tell you the truth. An old man over sixty has lately started a bit of school, which he calls a select school for girls. Of course "the modern improvements" are out of his line. Besides, his flock of eleven is a miniature specimen of what you, in pictorial phrase, call "vile dens of parochial schools." This is friendly and inviting, however. To the point. The threescore years had at any rate added to the diffidence with which the school-keeping profession was resumed, and fear and trembling marked the steps taken until your grand November TEACHER waked up enthusiasm and inspired confidence. It has made me young again. Thanks!—a thousand of them. Old people need not hereafter be so much ashamed of themselves in company of the children. But candidly, I had ventured to be candid before you set the example, told my gentle flock, that I had no rules, and did not expect to have any, kept no accounts of progress whatever. In short, was honest, for I don't know how to make use of a single modern rigmarole, and can't understand them myself. And behold you have kept me from being absolutely ashamed of myself!

A BASHFUL OLD TEACHER.

Virginia City, Montana.

TO THE EDITOR OF THE CHICAGO TEACHER.

Pardon the ignorance of a country school-master. I supposed, until I learned otherwise from a table of contents contained in the December issue of the magazine, received this morning, that the specimen of the CHICAGO TEACHER sent me in September was the initial number. My mistake was not surprising. I never "took much stock" in educational monthlies, and always rated them by the pound. They had twanged away upon the "model teacher" and his novel methods, until the tune was as monotonous as the droning of an Irish ballad singer. The CHICAGO TEACHER is a full orchestra, with an artist in each chair.

Pardon me, also, if I thought at first that the force and spirit of your September number could not be sustained. The music proceeds *allegro* and *crescendo*. Your journal is the long looked for desideratum—a bold, vigorous teachers' organ. Would it be improper for teachers to toss up their hats and shout "hallelujah," provided they do it after school, in the back yard? We have been cursing Herod; we must cheer Jeremy. I need not ask if your circulation is increasing. Would to harmony that every parent from A to &c. had a whole edition of the TEACHER branded on his conceit! The unborn generations would be greatly improved by the application.

But to business. Enclosed find \$1.50. Please send me the issues from last January to last September; or, better, if you issue next January a bound volume of the year's numbers, send it instead. I will remit you the difference as soon as I learn of the proposed publication. Yours respectfully,

JOHN W. SERCOMB.

Superior, Wis., Dec. 12, 1874.

THE TEACHER'S DESK.

TEACHERS in the city may with safety enclose money to our address for THE TEACHER, or such other magazines as they wish to get, at liberal clubbing rates.

We have received the first hundred pages of English Grammar, an advanced course of lessons in language, by Mary V. Lee and Hiram Hadley. Chicago: Hadley Brothers, 1874. This is an extension of Hadley's well-known Language Lessons. The plan is logical rather than grammatical—synthetic preceding analytic. We are curious to see the completion of the work in order to learn how grammar proper will be treated.

We are pleased to receive *The Normal Monthly*, Millersville, Penn. It has a vigor and independence not possessed by many educational journals. We have been particularly interested in the article "Why they do not think." The woman question is therein treated in the philosophic, historic and artistic view, as we have tried to treat it in its practical aspect. \$1.00 a year.

THE holiday number of *St. Nicholas* justified all the promises of its publishers. In it are to be seen the valued features of *Our Young Folks* which has been merged in *St. Nicholas*, and the new and characteristic elements of *St. Nicholas* itself. It is a wealth of juvenile literature between two handsome covers. \$3.00 a year. Through us, \$2.25.

A new journal in the interests of common school education is projected in Davenport, Iowa. It is to be propelled by W. E. Crosby. We are curious to see the first number. \$1.50 a year.

From Messrs. Harper Brothers. Albert Ethridge, Agent, 117 and 119 State street, Chicago.

SWINTON'S LANGUAGE LESSONS, INTRODUCTORY GRAMMAR AND COMPOSITION FOR INTERMEDIATE AND GRAMMAR GRADES.

We believe that Swinton is the father of language lessons; at any rate he handles the subject with a vigor not apparent in the works of other authors who advocate a gradual approach to the steep hill of technical grammar. In the language lessons, while the logic of the sentence is exhibited, there is found enough that is strictly grammatical in a technical point of view to satisfy the most ardent admirer of primary grammars and "First Lines." The part of speech, their properties and acci-

dents are treated in a manner at once simple and technically correct. The work throughout is the talk of a teacher determined to simplify his subject to his pupils, and make them understand and remember distinctions according to the *nature* of discourse rather than arbitrary terms and rules that have come down to us from a respectable, remote, and often absurd, ancestry.

SWINTON'S PROGRESSIVE GRAMMAR.

The divisions of this work are as follows: Part I. Etymology. Chap. i., Classification; Chap. ii., Subdivision of the Parts of Speech; Chap. iii., Inflection. Part II. Syntax of all Parts of Speech, except the Interjection, with a separate discussion of the Syntax of Modes and Tenses. Part III. Analysis and Construction of Sentences. Part IV. English Composition.

It is only necessary to exhibit the plan of this work to show its originality and practical value. Brown was strong in adapting the Latin forms to English structure as Murray was great in proving that an English grammar was in the bounds of possibility. Greene did good work in importing, nay, in discovering the critical skill to be derived from sentential analysis, an operation before his day unknown in this country, and still only partly adopted in England. But Swinton can claim the credit of making grammar a living study—as much as botany or natural history is the study of nature and life. By somebody's blunder the writer has been till the present deprived of the pleasure and profit of examining Harper's Language Series; but now that he traverses the works, he is surprised to find how many of the ideas which advanced educators are in the habit of parading, are taken bodily from the works of William Swinton.

INDUSTRIAL DRAWING. By Marcus Willson.

These are large and beautifully printed books of ruled blank paper and patterns ruled to correspond. In Book No. I. the pages are divided into little squares by lines one-eighth of an inch apart crossing at right angles. In Books II., III., and IV. the plan of Cabinet Perspective, as the author calls it, is followed. The system is so different from any we have seen used in common schools, the results to be secured are so great in a practical point of view that we shall leave a thorough review of these books to be given in our next issue. In the meantime we will get the opinion of parties better qualified to judge in matters of art as to their availability in our common schools.

HOBART'S HELPS TO SCHOOL MANAGEMENT. Hadley Brothers & Kane, 136 State street, Chicago.

This is a system of tangible rewards from the teacher for good work done by the pupil. The rewards consist of credit checks of different denominations, chromos of landscapes, of figures and of flowers. The system is ingenious and the chromos are beautiful. Judging from the way in which the "package for notice" was received in our Kindergarten, the "Helps" will take mightily in school.

MONTEITH'S COMPREHENSIVE GEOGRAPHY: A. S. BARNES & COMPANY, New York and Chicago.

This is a one-book course in geography, consisting of 100 pages of clear, open type, handsome engravings, and well finished maps. The first map is a physical and commercial chart of the world. Then follow definitions, simple enough for the primary school, comprehensive enough for any school. The definitions are illustrated with striking cuts of prominent physical features of the earth's surface. Then follow, Astronomical Geography; Climates and their effects; Mankind; Historical Geography; the Hemispheres. North America is next introduced, and studied with a map thereof to be drawn on a very simple, but sufficiently accurate plan. Then follows a relief map of the same, in which the physical features are strikingly exhibited. In this text is found a historical sketch—these sketches or historical geography, forming quite a feature throughout the work. In the text, that which is said of the whole section is not repeated of the several parts of the section. In this respect the work excels Warren's, in which sketches of particular States perplex the learner. There is as much, too, in Monteith's Comprehensive as any child should be compelled to learn, according to the views of the best educators of the day. An ingenious contrivance is the taking of

the shape of the State of Kansas in dotted lines as a common measure, to show the comparative sizes of other countries. This is done throughout the work, and we are surprised to see Ireland, Sardinia, and Denmark snugly fitting in the oblong frame, representing the boundary lines of Kansas. The work is quite up to date, giving a map of Germany as it is. On the margin of the larger maps are colored oblong spaces, showing the comparative latitude of different countries. So we have the daisy-covered lawns of the British Isles abreast of icy British America, and the central line of Ohio crossing Italy, Sardinia and Spain! A brief review of ancient history and geography, with maps of the ancient nations of greatest interest to us, a map of routes of travel in the United States, a pleasant *resume* of a tour in Europe, a more general view of map drawing, and the usual tables and vocabulary complete the body of the work. The appendix page has a number of elliptical plates of the earth's surface, which, if neatly cut, may be pasted on a ball, presenting a respectable globe of the child's own making. What boy, with such facilities, would not "make a world?" We are more than pleased with the work as a whole. It is in keeping with our late reaction against too much geography, spread over too many books. A. S. Barnes & Co., 113 and 115 State st., Chicago.

THE ALDINE continues to be the miracle of art and typographical perfection that it was from its first publication. We wish our readers many good and pleasant things—a merry Christmas, a long life, etc.; but, more than all, we wish to see them in position to subscribe for the ALDINE. Jas. Sutton & Co., New York. \$5.00 a year.

THE ATLANTIC MONTHLY, purchased by Hurd & Houghton, has its central publication office at 219 Washington st., Boston, Mass. It is still the same old vigorous, scholarly, interesting ATLANTIC. When a magazine has a distinct character and influential existence, the matter of a change in its ownership is of trifling importance. It is the same ship, with the same pilot, more powerfully manned than ever, and more largely insured. Through us, \$3.00 a year.

THE NATIONAL NORMAL is the most widely circulated of the educational journals. In business management, it is the most enterprising; in hints to young teachers, it is practical; in editorial, it is sharp, vigorous, and independent; in furnishing educational intelligence, it is alone in the field. We earnestly advise our readers to try it for a year. Geo. B. Stevens & Co., Cincinnati. \$1.50 a year. Through us, \$1.00.

For terms of other educational journals, see clubbing list on second page of cover.

THE INTERNATIONAL REVIEW has come to hand, with a fine freight of thoughtful and interesting articles. The essays are at once philosophic, popular and timely. Contents: Art. I. Our late panic. Art. II. Fires in American cities. Art. III. Deep sea explorations. Art. IV. Universal education. Art. V. The Prussian church law. Art. VI. International arbitration. Art. VII. Books. The names of authors on title page are: Prof. A. P. Peabody, Prof. Wm. B. Carpenter, Ray Palmer, Baron Franz von Holtendorff, and Theodore D. Woolsey. In some instances the book reviewer is rather scathing; but we fancy, in all cases, honest, manly, and just. Bi-monthly, \$5.00 a year.

We call attention to the advertisement of J. B. Lippincott's excellent works of reference, in this number of THE TEACHER.

The following are the addresses of the leading publishers and their agents in this city:

Sheldon & Co., (S. S. Ventress, Amos Stevens), 113 and 115 State st.
Brewer & Tileston, (Henry B. Towne), 113 and 115 State st.
A. S. Barnes & Co., 113 and 115 State st.
Harper & Brothers, (Albert Ethridge), 117 and 119 State st.
D. Appleton & Co., (P. B. Hulse), 117 and 119 State st.
Iverson, Blakeman, Taylor & Co., (Edward Cook), 133 and 135 State st.
Scribner, Armstrong & Co., (O. S. Cook), 136 State st.
Hadley Brothers, 136 State st.
Geo. Sherwood & Co., 130 Adams st.
Clark & Maynard (A. Brown) 107 Fifth ave.
J. H. Butler & Co., (E. B. Gray) Cobb's Library, Palmer House.